**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:**  **2nd** | | | **Date(s)**: |
| **Unit Title:**   |  | | --- | | Unit 1 - Understand Place Value (Hundreds, Tens, Ones) | | | | | **Corresponding Unit Task:**   |  | | --- | | Using the total number of each item in the school store inventory, represent each number multiple ways. Use base-ten blocks, place, and number words. | | | |
| **Essential Question(s):**  How do I compose numbers up to 1,000?   |  |  | | --- | --- | | How do you know the value of a number?   |  | | --- | | How do patterns help me skip count? | | | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  Base ten blocks for the overhead  Overhead   |  | | --- | | *The PTA has chosen you to help organize and restock the school supply store. The store has some supplies leftover from last year. The PTA needs 1,000 of each item available in the school supply store. You will need to count the total number of pencils, erasers, glue sticks, paper, and crayons and determine how many more of each item the PTA needs to order. The PTA has a limited budget for our school supply store so it is important for you to get the exact numbers needed and report your findings to the PTA treasurer.* | | | **Student:**  **Base ten blocks** | | | |  | | --- | | place value  hundreds  tens  ones skip count  counting on | | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **2.NBT.1**  *Understand that the 3-digit of a 3-digit number represent the amount of hundreds, tens,*  *and ones.*   |  |  | | --- | --- | | |  | | --- | | ***2.NBT.3***  *Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form. (Special Note: Expanded form will be taught in Unit 3.)* | | | | | | | |
| **I Can Statement(s):**  **Model a number using picture form.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  The PTA president said that we did so well at counting the supplies in the school store that she now needs us to help her with her recordkeeping. She is required to show her numerical information in several different ways. Today we are going to help her show her information in picture form. (Base-ten Block Model Drawings) | | | | | |
| **Teacher Directed: Day 1:**  **Using overhead base-ten blocks model several different numbers beginning with 2-digit numbers (64, 78, 59) and continuing with 3-digit numbers (765, 901, 345) Day 2: Review lesson** | | | | | |
| **Guided Practice:**  **Using base-ten blocks have students model two digit numbers (day 1) as I walk around to check for understanding. Day 2 use base 10 blocks have students model three digit numbers as I walk around to check for understanding.** | | | | | |
| **Independent Practice: Complete enVisions math 17-2 (Day 1)**  **On day 1 complete a teacher made activity that is representative of guided practice** | | | | | |
| **Closing/Summarizing Strategy: Review of today’s lesson. The PTA president shared that we seem to understand how to do the base-ten block model drawings or picture form. She asked that tomorrow we help her write her inventory in chart using hundreds, tens, and ones.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| |  | | --- | | Use base-ten blocks to model the number in more than one way. | | | | |  |  | | --- | --- | | Limit the number of items to show representations to only 2 or 3.  Do one column at a time for each item. |  | | | | Pre-teach vocabulary: ***represent***  Include number words and place value chart in students’ personal dictionaries. |
| **Assessment(s): enVisions math 17-2 Day 1 Teacher made activity on Day 2** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |